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Title: How runaway and homeless youth survive adversity: Implications for school social workers and educators.

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Pages:1-22

Abstract: Runaway and homeless youth are a particular challenge for school social workers and educators alike. These youth present myriad problems that school systems are often ill equipped to handle. Yet these young people are vulnerable and at risk in many ways, especially if they do not remain in school. What is the role and meaning of education to these youth? How can school personnel make a difference in their lives? This paper presents findings from a qualitative study of 18 formerly homeless and runaway youth and their experiences in trying to get their lives back on track. Findings from this study indicate that respondents have a very positive view of the importance of education in their lives in spite of their former school-related behaviors and choices. Included in the findings is feedback from the participants that school social workers and other personnel can apply to their work with other homeless or at-risk youth. Studies such as this show that, however challenging it is to work with these youth, there is another side of the story.

Title: Targeting males for teenage pregnancy prevention in a school setting.

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Source: School-Social-Work-Journal. 27 (2): 23-36, Fall 2002

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Abstract: The purpose of the present study was to examine the risk behaviors and service needs of young males who were involved in a case-management-focused program to prevent teen pregnancy and STDs in a school setting. One hundred and thirty male adolescents, attending a public school in the southwestern United States participated in the program. Participants were asked to complete a survey on entering the program. Eleven risk behaviors were identified. These included failing subjects in school, repeating a grade, sexual activity, inconsistent condom use, a history of STDs, drug use, cigarette smoking, alcohol use, legal supervision, problems with the law, and living in a single-parent family. Only 12 participants did not report any risk behaviors. Results of this needs assessment were shared with program staff. This information was utilized by case managers, who addressed academic needs and contextual factors that adversely affect students' academic performance. The effectiveness of this model and recommendations to school social workers are discussed.

Title: Seeing eye to eye? Comparing students' and parents' perceptions of bullying behaviors.

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Publication Year: 2002

Abstract: Previous research has documented the incidence of bullying among students in the upper primary grades. In addition, concern about bullying is expressed by parents, teachers, and other school personnel. This study examines the perceptions of bullying behavior among students in grades 3, 4, and 5 at one elementary school as well as among parents of those students. One hundred and twenty-seven students completed a social interactions survey developed by the author. Fifty-five parents completed a similar survey. These surveys measured a student's (or parent's) perception of how often other students have been bullied. Also included were questions about what types of behaviors constitute bullying, where bullying occurs, actions that were effective in dealing with bullying, and characteristics of students that bullied. Students and parents generally agreed on the types of behavior that constitute bullying, the frequency of bullying, and where that bullying occurred. There was some difference regarding the characteristics of students who bullied. Students and parents also disagreed about the types of actions that are effective in dealing with bullying behavior. Implications of these findings for elementary school parents and staff are discussed.

Title: Present levels of performance, goals, and objectives: A best practice guide.

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Source: School-Social-Work-Journal. 27 (2): 58-72, Fall 2002

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Abstract: When Congress amended the Individuals with Disabilities Education Act in 1997, it mandated several specific changes to the individualized education plan (IEP). A major change was the demand for measurable goals. This requirement implied that the present level of performance serve as a baseline for the annual goal and that objectives or benchmarks mark developmental steps toward the goal. Major terms are defined and practice examples for developing and constructing IEP goals are provided throughout. Finally, three common issues related to IEPs are discussed: hesitations about measurement, intervention issues, and paperwork overload.

Title: Using the Conners' Teacher Rating Scale-Revised in school social work: Issues of reliability and validity.

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Source: School-Social-Work-Journal. 27 (2): 73-83, Fall 2002

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Abstract: With increasing pressure to empirically evaluate the potential effects of school social work services at both the clinical and the programmatic level, the availability of psychometrically sound outcome measures for use by social workers is essential. We review

published research evaluating the reliability and validity of the Conners' Teaching Rating Scale-Revised, a widely used measure of "negative" child behavior (e.g., conduct problems, inattention, hyperactivity, and anxiety), and we conclude that this rapid assessment instrument is well-suited for inclusion in group or single-subject evaluation studies on school social work.